

Overview of the National Center and State Collaborative Activities for Students with the Most Significant Cognitive Disabilities

July 2013



National Center and State Collaborative

The contents of this product were developed under a grant from the Department of Education (PR/Award #: H373X100002, Project Officer, Susan.Weigert@Ed.gov). However, the contents do not necessarily represent the policy of the Department of Education and no assumption of endorsement by the Federal government should be made.

National Center and State Collaborative

- LED by 5 centers and 26 states (15 Tier I core states and 11 Tier II affiliated states)
- BUILD an alternate assessment based on alternate achievement standards (AA-AAS) for students with the most significant cognitive disabilities
- CREATE and implement professional development modules and curriculum/instruction resources, including formative assessment strategies and progress monitoring tools
- GOAL is to ensure that students with the most significant cognitive disabilities achieve increasingly higher academic outcomes and leave high school ready for post-secondary options



National Center and State Collaborative: Organization Partners



The [National Center on Educational Outcomes \(NCEO\)](#) is the fiscal host for NCSC and leads the management team, technical advisory committee, and all project management functions.



The [Center For Assessment](#) leads the summative assessment team and will provide content and assessment design expertise across the other curricular/instructional resources and capacity building teams.



The [University of North Carolina at Charlotte](#) leads the curricular/instructional resources team while providing severe disabilities, content, and curricular development expertise to the summative assessment and capacity building teams.

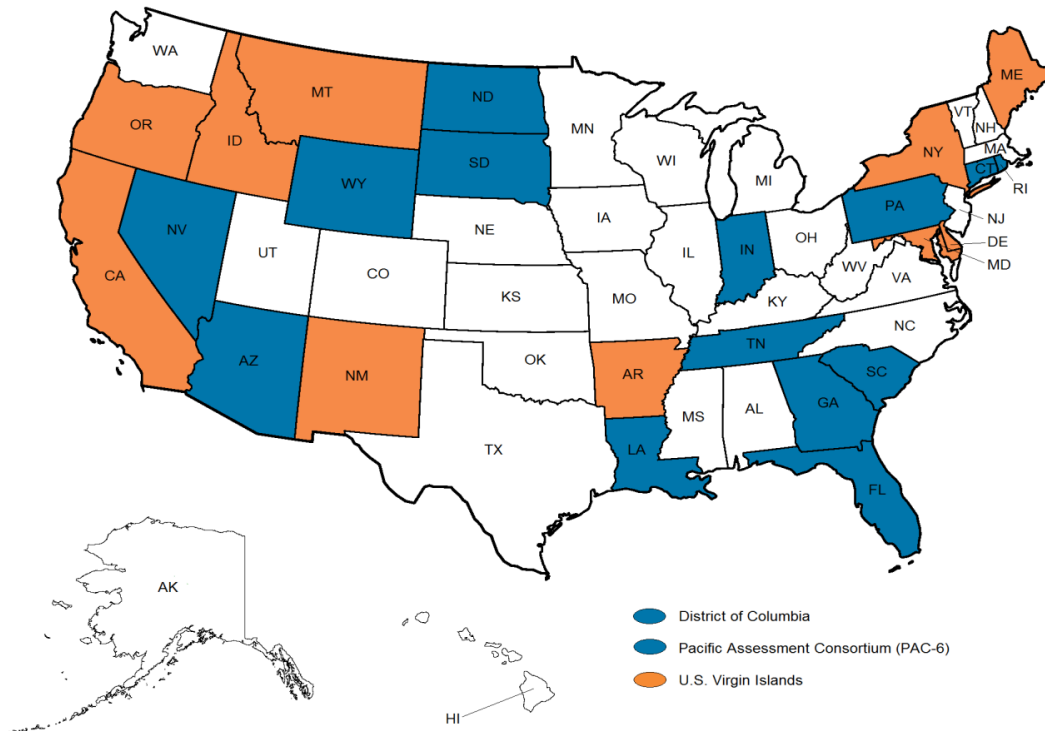


The [University of Kentucky](#) leads the capacity building team and provides expertise in severe disabilities, communication strategies, and learner characteristics to the other teams.



[edCount, LLC](#) leads the validity evaluation work providing formative and summative validity evaluation findings and feedback to each team and project management. Additionally, edCount provides direct oversight to the external project evaluator and hosts the vendor contracts for the components of assessment implementation.

National Center and State Collaborative: State Partners



*Core partner states are blue in color and Tier II states are orange in color.

National Center and State Collaborative: State Roles

Tier I Core States

- Participate actively in project management and decision-making

Tier II Affiliate States

- Access to professional development and curriculum/instruction resources
- Pilot skill sequences, participate in cognitive labs, and field test the teacher/principal evaluation tools and the formative and assessment/progress monitoring strategies
- Review and provide feedback on NCSC materials which will help refine the products for the stand-alone context of use in their dissemination
- Provide feedback on usability and outcomes using NCSC provided tools and protocols for each product and process

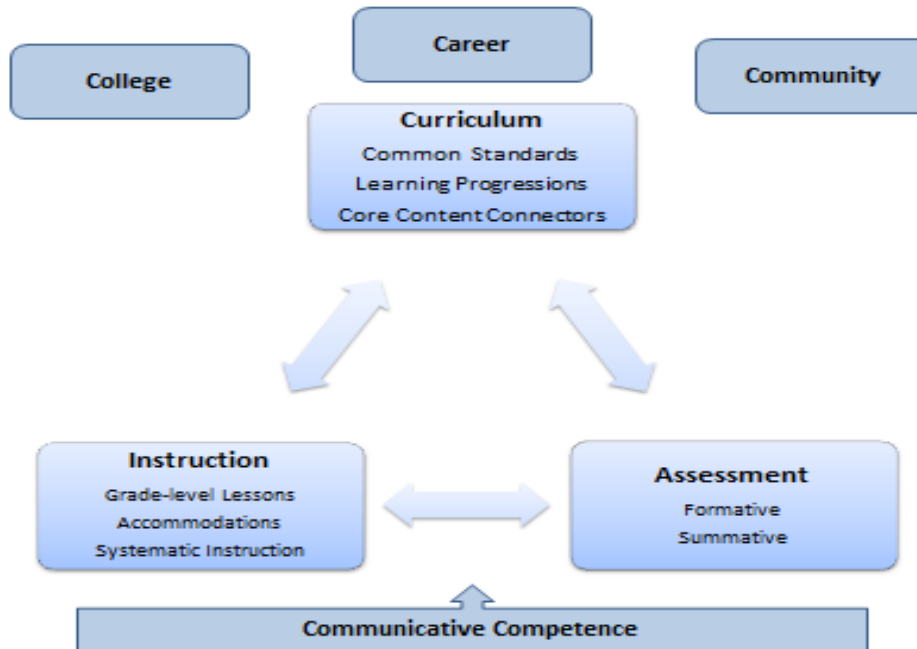


National Center and State Collaborative: A Comprehensive Model

- Assessment, curriculum/instruction materials and professional development modules are aligned to the Common Core State Standards (CCSS)
- All partners share a commitment for a research-to-practice focus for the development of a comprehensive model of curriculum, instruction, assessment, and supportive professional development resources



Professional Development Framework



Common Core State Standards

- Define grade level content and achievement;
- Define rigorous content and skills (application knowledge);
- Align with expectations for college and career success; and
- Do **not** tell teachers how to teach, but they do help teachers figure out the knowledge and skills their students should have so that teachers can build the best lessons and environments for their classrooms.

<http://www.corestandards.org/>

Core Content Connectors (CCCs)

- Identify the most salient grade-level, core academic content in ELA and mathematics found in both the CCSS and the Learning Progression Framework (LPF);
- Illustrate the necessary knowledge and skills in order to reach the learning targets within the LPF and the CCSS;
- Focus on the core content, knowledge and skills needed at each grade to promote success at the next; and
- The CCCs are **not** “extended” - rather, they define more **frequent checkpoints** along the pathway of the learning progressions.



Learning Progressions

- Define research-based pathways for learning;
- Developed and refined using available research and evidence;
- Have clear binding threads that articulate the essential core concepts and processes of a discipline (sometimes called the ‘big ideas’ of the discipline); and
- Articulate movement toward increased understanding (meaning deeper, broader, more sophisticated understanding).

Hess, Karin K., (December 2011). *Learning Progressions Frameworks Designed for Use with the Common Core State Standards in English Language Arts & Literacy K-12.*



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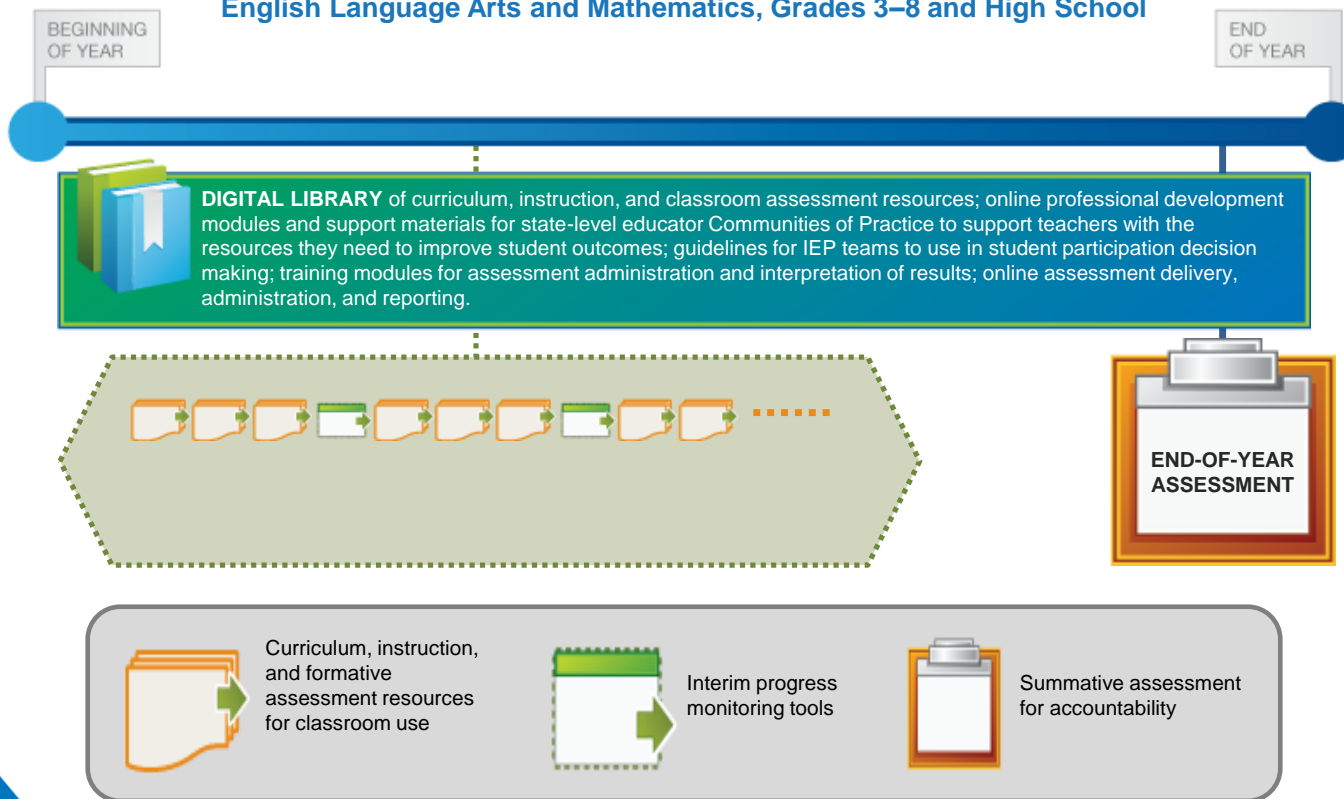
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Building an assessment system based on research-based understanding of:

- technical quality of AA-AAS design
- formative and interim uses of assessment data
- summative assessments
- academic curriculum and instruction for students with significant cognitive disabilities
- student learning characteristics and communication
- effective professional development

The NCSC Alternate Assessment System*

English Language Arts and Mathematics, Grades 3–8 and High School



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* Alternate assessment systems are those developed for students with the most significant cognitive disabilities and are based on alternate achievement standards.

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The Role of Communities of Practice

- The Communities of Practice (CoP) are educators across participating states who inform the NCSC Consortium
- CoP members participate in professional development and share their insights with:
 - NCSC
 - CoP and school colleagues
 - State leads

The Role of Communities of Practice cont'd

- Gain knowledge
- Apply the knowledge locally
- Reflect on what they are learning with their CoP colleagues
- Share the knowledge outside the CoP
- Use the knowledge to help improve:
 - NCSC materials
 - State systems and
 - Instruction for students with disabilities

National Center and State Collaborative Alternate Assessment: At A Glance

- **NCSC Item Bank:** There will be enough items in the item bank for states to use for about four years after 2014–15.
- **No Cost One-year Extension:** National Center and State Collaborative (NCSC) has secured one more year to oversee the rollout of the alternate assessment.
- **Cost and Governance Options:** Options will be presented to states in during June - August to obtain feedback on policy decisions. NCSC anticipates that the cost will be competitive or more economical than current systems. A Face-to-Face Governance/Policy meeting is being scheduled in September 2013 to solidify policy decisions.
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Timeline

Summative Assessment Activities and Timeline

